

# St Anselm's Catholic Primary School

## Inspection report

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<b>Unique Reference Number</b>	101052
<b>Local Authority</b>	Wandsworth
<b>Inspection number</b>	323399
<b>Inspection date</b>	3 June 2009
<b>Reporting inspector</b>	Madeleine Gerard

This inspection of the school was carried out under section 5 of the Education Act 2005.

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	210
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Brendan Kearns
<b>Headteacher</b>	Mrs Christina Macauley
<b>Date of previous school inspection</b>	24 May 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	19 Tooting Bec Road Tooting Bec London SW17 8BS

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<b>Age group</b>	4–11
<b>Inspection date</b>	3 June 2009
<b>Inspection number</b>	323399

**Telephone number**  
**Fax number**

020 8672 9227  
020 8767 6134

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## Introduction

The inspection was carried out by two Additional Inspectors.

The inspectors evaluated the overall effectiveness of the school and investigated the following issues: the achievement of the pupils and the standards that they reach, the success of leaders and managers in ensuring the quality of provision, and whether all pupils know their targets and what they need to do to move up to the next level in their work. Evidence was gathered from a range of documents; pupils' progress data; school records; discussions with the headteacher, senior leaders, staff, governors and pupils; observations around the school and replies to the parent's questionnaire. Some aspects of the school's work were not investigated in detail, but inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in the report.

## Description of the school

This is an average size primary school. The majority of pupils are White British. The proportion of pupils who are learning English as an additional language is similar to the national figure although very few are at an early stage of learning English. The proportion of pupils with learning difficulties is much lower than average. The majority need help to settle to their work, or additional support with their learning in class. There have been recent changes to the leadership and management of the school, and the assistant headteachers have been in post since April this year.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 1

St Anselm's Catholic Primary is an outstanding school, where pupils thrive academically and personally. All the staff work together as a strong team. The new headteacher has successfully ensured that very high standards have been maintained. Monitoring of the school's provision and excellent, accurate self-assessment have enabled the headteacher to identify very appropriate priorities for development that continue to build on the school's strengths. Maintenance of high academic standards, the enhancement of the outdoor spaces in the Early Years Foundation Stage, the introduction of French, increased sporting opportunities, and the creation of a new science and technology room, together with plans to develop the playground areas, demonstrate the school's outstanding capacity to make further improvements. The overwhelming majority of parents praise the school, and many made a point of writing to express their confidence in the school leaders. One, typically commented, 'Transition to the new headteacher has been seamless. There have been changes and these have been well thought through.'

Pupils progress extremely well following the good start made in the Early Years Foundation Stage. By the end of Year 2, pupils' attainment is consistently above average. Standards in national tests in English, science and mathematics at the end of Year 6 have been exceptionally high over recent years. Pupils of all abilities are set challenging targets, which they generally achieve or exceed, so that by the time they leave, their achievement in relation to their starting points is outstanding. The school's own tracking data and pupils' current work show that pupils remain on track to reach exceptionally high standards. Equality of opportunity is very strongly promoted. This means that pupils who receive additional help with their learning make similarly outstanding gains as a result of the specific support they receive.

Consistently effective teaching and warm, caring relationships ensure that pupils have very positive attitudes to learning. They thoroughly enjoy school, as their consistently outstanding attendance reflects. One parent of a pupil in Year 6 wrote, expressing the views of many, 'Since day one, our child has been happy at St Anselm's, would never miss school, and always looks forward to going.' Pupils are rightly proud of the recent changes to the dining hall arrangements and of the newly installed drinking fountains in the playground. These are the result of suggestions made by the school council. Prefects are enthusiastic to take on responsibility to support younger pupils. The Catholic ethos permeates the school. Regular fund-raising, involvement in charity projects, and very close links with the parish church help pupils to think carefully about those less fortunate than themselves. Pupils make an outstanding contribution to the local community. For example, pupils sing for local elderly residents and entertain them at a Christmas party every year. Behaviour in lessons and around the school is outstanding, and pupils have an extremely good awareness of how to keep themselves safe. Spiritual, moral, social and cultural development is extremely good. Outstanding progress in basic skills, as well as in their personal and social development, ensures that pupils are extremely well prepared for the next stage in their education.

Pupils' speaking and listening skills progress very well through regular opportunities for pupils to work together in groups and pairs and to discuss their learning. This supports their outstanding social development. Presentation skills are extremely well promoted. For example, pupils in Year 5 were using computers to present positive and negative views about zoos. They are successfully encouraged to develop their skills in teamwork and in working independently. As a consequence, their self-confidence and self-esteem develop very well. Teachers plan very

interesting work and set suitably challenging tasks for the range of abilities in each class. Marking is used consistently well to make clear to pupils how they can improve their work.

Recent changes to the outstanding curriculum ensure that pupils have opportunities to develop their interests and skills. For example, during 'enhancement afternoons', some pupils in Years 3 to 6 have tested the grip of shoe soles on different surfaces around the school and made their own toothpaste. Themed weeks are particularly popular. During the recent South American week, pupils appreciated working together in mixed-age groups, which promotes strong, caring attitudes for one another throughout the school community. The very high-quality artwork around the building reflects strengths in cultural development. For example, pupils in Year 6 have been practising writing in Arabic following a visit to a local mosque. There is a very good range of clubs including cricket, French, cooking, and arts and crafts. The school's success in achieving the nationally recognised Activemark award, as well as specialist sports coaching, participating in inter-school sports competitions, and cycling proficiency for older pupils, effectively ensures that pupils have very positive attitudes to keeping fit and healthy, and know how to stay safe.

Pastoral care is outstanding. Procedures to safeguard pupils' safety, welfare and health are very well organised. Pupils are confident that adults will sort out problems, should they occur. Any pupils who may be making slower progress than expected are quickly identified. Small-group work, individualised support, and guidance from outside agencies all help pupils to catch up and achieve as well as they should. Pupils know their targets and are very clear about what they need to do to move up to the next level in their work.

Governors know the school very well and are keen to help it to continue to develop. They play an active role in the life of the school community, and have supported the school very well through the recent changes to school leaders, and to the structure of the school's leadership and management. The school's promotion of community cohesion is outstanding. Through work with other local schools including a faith school, and involvement in supporting children in Africa, pupils develop a very good understanding of the lives of others in very different communities to their own.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

The Early Years Foundation Stage is well led and managed. Children join the school with a range of skills and capabilities that are generally at the expected levels for their age. They make good progress in the Reception class and achieve well to meet the goals expected of five-year-olds. Children's personal, social and emotional skills are very well developed. They take turns, share equipment, and work very well with each other. Recent improvements to the outdoor areas ensure that there is a good range of activities both inside and outside. These develop children's skills in all six areas of learning. Adult-led work and opportunities for children to choose activities for themselves are well balanced. Learning and development are good because tasks are engaging; they include a wide range of visits to local places of interest. One parent's comment was typical: 'Children are very well cared for in Reception, with plenty of stimulation and fun.' For example, having watched short video clips showing the life cycle of the snail, children enjoyed making snail-shell spirals with clay, searching for snails and other wildlife in the garden, and counting snails hidden in pictures. Physical development is well promoted through opportunities to work with a specialist sports coach. The close partnership with parents and outside agencies ensures that the needs of all children are met well, and that they get the support that they need. Detailed records of continuous observation are kept. However,

assessment systems are not rigorous enough to ensure that the children's progress is tracked systematically to improve progress further. Children who receive additional help with their learning make similarly outstanding gains as a result of the specific support they receive.

### **What the school should do to improve further**

- In the Early Years Foundation Stage, ensure that robust procedures are in place to check children's progress, so that information gained from assessments is used consistently to plan the next steps in children's learning.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	1

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	1
The standards <sup>1</sup> reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and/or disabilities make progress	1

<sup>1</sup>Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

16 June 2009

Dear Pupils

Inspection of St Anselm's Catholic Primary School, London, SW17 8BS

St Anselm's Catholic Primary is an outstanding primary school.

Thank you for your very warm welcome when we visited your school recently. We really enjoyed our visit, and were pleased to hear about all the exciting work you have been doing recently during South American week. We were interested to hear pupils in Years 3 and 6 describing the new skills they are learning during enhancement activities. We also enjoyed hearing you all sing so well together in assembly, and the school choir performing the song 'A la Cart' with such enthusiasm.

There are many extremely good things about your school.

- You like coming to school very much and attend very regularly, and your parents told us they like the school very much too.
- Your behaviour is excellent and you all get along very well with one another.
- You enjoy all the interesting work that the teachers plan for you to do, and you also like the themed weeks and the clubs that the school organises.
- You make outstanding progress in Years 1 to 6, and the standards that you reach are very high indeed.
- You have an excellent understanding of how to keep yourselves safe, fit and healthy.
- The staff check regularly how well you are making progress and make sure you are given work that is at just the right level of difficulty for you.
- Children get off to a good start to their learning in Reception.
- All the adults are working very hard to make sure that the school continues to get even better.

We would like the school to check more regularly how well children are doing in Reception.

Finally, we would like to thank you once again for your help, and wish you well in the future.

Yours faithfully

Madeleine Gerard

Lead Inspector